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Teacher Training (TT) Course Syllabus

Institution Name	VANADZOR STATE UNIVERSITY (VSU)
TT Course Title	“Active Learning in the Flipped Classroom”
Instructor(s) Name(s) Faculty and Department Position Email address Phone number	Anna Arakelyan Faculty of Philology, Department of The English Language and Literature, Chair of Foreign Languages Associate Professor anna.arakelyan76@mail.ru (+374 77) 345-694
Meeting Dates & Times Place/Room(s)	February 18-22, 2019 Building 2 Room 3
Workload	10 hours presented in 2 hours per day X 5 days of classroom work and 20 hours of individual work (1 ECTS Credit)
Course Purpose	The course aims at figuring out the basic concept of active learning and pointing out the main strategies and methods of active learning and principles of applying Flipped Classroom as an approach in Active learning
Learning Outcomes (LOs):	Upon successful completion of this course, the trainees will be able to: <ul style="list-style-type: none"> • Understand the concepts of Active Learning and Flipped Classroom; • Compare and contrast Active Learning and Flipped Classroom with Traditional models; • Define the advantages and limitations of AL&FC; • Enhance pedagogic-digital competences; • Design new courses or redesign already existing ones.
Course methodology/Instructional	The course will include training sessions how to use tools for interaction inside class, and tools for preparing multimedia presentations. Participants will complete

<p>Strategies</p>	<p>assignments that integrate different interactive tools and prepare questions in these tools. Most of the time will be spent on working in pairs or smaller groups with practical assignments on design of learning activities and courses. The participants are expected to present their work orally, with the support of visual aids.</p> <p>Instructional strategies include lecture, demonstration, discussion, practical application, simulation and presentations.</p>
<p>Recommended Texts & Materials</p>	<p>Electronically-available/online content on the Web, a list of articles on the topic (to read at least one article on Active Learning and at least one article on Flipped Classroom, e.g. Bishop, J. L., & Verleger, M. A. (2013, June). The flipped classroom: A survey of the research. In <i>ASEE national conference proceedings, Atlanta, GA (Vol. 30, No. 9, pp. 1-18)</i>. http://www.asee.org/file_server/papers/attachment/file/0003/3259/6219</p> <p>King, A., Boysen-Osborn, M., Cooney, R., Mitzman, J., Misra, A., Williams, J., ... & Gottlieb, M. (2017). Curated collection for educators: five key papers about the flipped classroom methodology. <i>Cureus</i>, 9(10). https://doi.org/10.7759/cureus.1801,</p> <p><u>"Перевернутый класс" как инновационная модель</u> https://infourok.ru ></p>
<p>Basic Technical/Media Requirements</p>	<p>Laptops with a built-in microphone and web camera, and that they run on Microsoft Windows and have a recent version of PowerPoint installed.</p>
<p>Quality Assurance (QA)</p>	<p>Feedback survey of trainees and a brief QA report.</p>

Course Overview/Outline

Training Days	Key Topics	Learning Activities	Assignments
<p>Day-1</p>	<ul style="list-style-type: none"> Survey follow-up and discussion on pedagogical development. 	<ul style="list-style-type: none"> Acquisition Investigation 	<ul style="list-style-type: none"> Exercise on reflecting

	<p><i>The survey consists of a discussion of statements from TET-SAT, an online self-assessment tool. It aims to trigger teachers’ self-reflection and promotes professional development of digital pedagogical competence. http://mentep.eu.org/tet-sat.</i></p> <ul style="list-style-type: none"> • Brief presentation on Active learning concept and its methods • Comparison traditional and active learning methods 	<ul style="list-style-type: none"> • Discussion 	<p>teacher’s practice</p> <ul style="list-style-type: none"> • Daily reflection
Day-2	<ul style="list-style-type: none"> • Brief presentation on Flipped Classroom concept and its methods • Indicating activities of “Before, During and After Classes” approach via padlet.com • Creating and merging digital tools 	<ul style="list-style-type: none"> • Acquisition • Collaboration • Investigation • Discussion • Practice, Production 	<ul style="list-style-type: none"> • Daily reflection
Day-3	<ul style="list-style-type: none"> • Introduction to ABC design http://blogs.ucl.ac.uk/abc-ld/ • Brainstorm on the previous day’s activities 	<ul style="list-style-type: none"> • Acquisition • Investigation, Discussion • Practice, Collaboration, Production 	<ul style="list-style-type: none"> • Practicing of ABC learning design method • Daily reflection
Day-4	<ul style="list-style-type: none"> • Instructions to DEF course development 	<ul style="list-style-type: none"> • Acquisition • Practice • Production 	<ul style="list-style-type: none"> • Redesigning part of course using ABC approach • Daily reflection
Day-5	<ul style="list-style-type: none"> • Presentations of the redesigned parts of courses. 		<ul style="list-style-type: none"> • Reflections (Self and

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